

West Virginia Studies Resource Development

Title of Lesson: The Election of 1860
Grade level: 8th Grade (West Virginia Studies)
Summary: Students will learn about the Presidential election of 1860 and how the nation became divided based on their political ideologies in the North and the South. The students will learn how Abraham Lincoln of the Republican party was able to win the election due to the deep divisions in the Democratic party and how Lincoln brought his own view of Unionism to the White House. The students will discuss the similarities and differences among the candidates in the 1860 election. The students will understand how the issue of slavery became decisive in pushing the nation to war and helping the south to question secession in 1860. Students will research candidates and their parties and create a campaign brochure during the lesson.
WV CCR Social Studies Standards: <ul style="list-style-type: none"> • SS.8.22: Demonstrate an understanding of the American Civil War including its causes, effects and the major events that led to West Virginia statehood. • Explain the effect of key events leading to western Virginia's separation from Virginia after secession (e.g., First and Second Wheeling Conventions and John Brown's Raid). • Describe the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia 1871).
Students will know and understand (content): <ul style="list-style-type: none"> • What was the election of 1860? • Who was the candidates for president in election 1860? • What was the political parties platforms during the election of 1860? • What was the outcome of the election of 1860? • What was the historical significance of the election of 1860?
Students will be able to do (skills): <ul style="list-style-type: none"> • Identify the candidates for the office of President in 1860 • Identify and understand the results of the election of 1860 • Understand the results of the election of 1860. • Understand the historical signifiacne of the election of 1860. • Understand the cause and effect of Lincoln's election and how it caused secession to occur in the United States. • identify the issues that influenced the election • Identify how each candidate felt about the issues during the election • Understand how the issue of slavery and the regional differences between the north and the south affected the voting of citizens during the election. • Understand the background behind each candidate's motivation in running for the office of President during this election and the strengths that he has to offer for the nation in time of crisis.

Materials & Resources:

- Computer
- projector
- PowerPoint presentation of 1860 Election
- Election of 1860 map
- Colored Pencils
- State of Convince Election of 1860 handouts from WV Culture and History
- Campaign brochure activity handouts

Learning Plan:

1. As the students enter the room have Hail to the Chief playing with images of the 1860 Presidential Election playing on the projector.
2. When the class period starts, show the short video clip from West Virginia A Film History showing the Presidential Election of 1860. This clip will give a detailed account of the election and the tensions that arose over the fear of Lincoln winning the presidency. The link to the video on Youtube is: <https://www.youtube.com/watch?v=nWLBvkV5L5I>.
3. Next Students will be introduced to the election of 1860 and the candidates through the use of a lecture and a PowerPoint. Students will take notes during the lecture.
4. Next the students will look at how the election took shape and how the division among the Democratic Party helped to seal the election for the Republicans and Lincoln despite not being on the ballot in all the southern states.
5. Students will then complete the handouts “The Election of 1860” and “The 1860 Presidential Vote in Virginia” from the State of Convince online exhibit from the West Virginia Archives and History. The link to the handouts are: <http://archive.wvculture.org/history/statehood/statehoodlearningexercises.html>
6. The students will be assigned to choose one political candidate from the election of 1860 (Abraham Lincoln, John Bell, Stephen Douglas, and John Breckinridge). The students will choose one of these candidates and will focus on their campaign platforms and how they felt about specific issues to help create a campaign brochure to help campaign for that person’s hopes to become America’s next president in the time period being threatened by civil war.
7. The students will make a campaign brochure for the candidate they chose, promoting their candidate for the office of President in 1860.
8. Students can use their time to research material about their candidates and their party during the 1860 election and to get started creating the campaign materials.
9. Students will complete their brochures during the remainder of the class period. The brochure needs to cover one of the four candidates for president in 1860, identify a clear logo for the candidate with a well defined message to meet the needs of the voter. The brochure also needs to be creative, include primary sources, and have factual content within the brochure. Please refer to the project rubric for guidelines for students.

Checking for Understanding:

The students will be evaluated on their ability to engage the audience’s attention with their brochure about their candidate’s campaign for the Election of 1860. The students will be evaluated on their knowledge of the election of 1860 and their candidate’s views. A rubric will be given to the students while working on this activity. The students will be graded on their overall appearance of the brochure and the content of the brochure.

Accommodations:

Through this lesson there are modifications that need to be made with a diverse group of students. There are modifications that are listed on specific student's IEPs in regards to this lesson and class work. It will be crucial to keep the students on task and organized during the class period. The teacher will keep the students on task by constantly walking throughout the room to check on the student's progress through the lesson and will create handouts or write lists on the white board that will direct the students step-by-step to let them know what is coming next within the class period. If students have learning disabilities in the area of reading, the teacher will modify how students will read the text selections with the text being read aloud by either the teacher or other students in the class or by using the audio recordings from the textbook if the teacher has access. The teacher will also read directions aloud and repeat the directions several times throughout the class period. Redirection will be used to keep students on task during instructional time. The teacher will walk around the room during the lesson to answer any questions one-on-one with the students and also to assist them in reading the material they may have difficulty reading. Extended time may be given to students during class activities and homework assignments if needed and recommended in their IEPs.

High Level Learners: Students will identify their candidates party during the election of 1860 and locate the party's platform. Students will read the platform and consider the issues and their candidates viewpoints on the issues and write a campaign speech for their candidate using information based on their candidates views and party platform to support their opinions.